

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, September 11, 1998, 3:00 p.m.

\*\*\*\* Assembly Room, 2<sup>nd</sup> Floor, Wilson Library \*\*\*\*

Chancellor Michael Hooker will preside. Attendance of elected Council members is required.

AGENDA

Type	Time	Item
INFO	3:00	Remarks by Chancellor Hooker.
INFO	3:15	Question Period. [The Chancellor invites questions or comments on any topic.]
ACT	3:20	Presentation of Hettleman Awards. Chancellor Hooker.
INFO	3:25	Remarks by Reyna Walters, President of the Student Body.
INFO	3:35	Remarks by Professor George Wahl, Chair of the Faculty, N.C. State University.
INFO	3:45	State of the Faculty Report. Professor Richard N. (Pete) Andrews, Chair of the Faculty.
INFO	4:00	Faculty Council Procedures and Expectations. Joseph S. Ferrell, Secretary of the Faculty.
ACT	4:15	Report on the Task Force on Student Reviews in Teaching Evaluation. Abigail Panter for Douglas G. Kelly, Chair. Resolution 98-9. Authorizing continuing use of the Carolina Course Review on an interim basis for one year.
	4:30	Recommendation to create the Faculty Information Technology Advisory Committee as a standing committee of the faculty.
DISC	4:40	Report of the Tuition Policy Task Force, Second Draft. Provost Richard Richardson.
INFO	5:00	Announcements. A forum with the Faculty Council and the general faculty will be held September 23 to consider the central campus plan, with the firm of Ayers Saint Gross. The forum will be held in the Wilson Library Assembly Room at 3:30 p.m.
ACT	5:05	Adjournment.

Joseph S. Ferrell  
Secretary of the Faculty

KEY:

ACT = Action  
INFO = Information  
DISC = Discussion

The Faculty Council meeting dates for 1998-99 are:

September 11	November 6	January 15	March 26
October 9	December 11	February 12	April 23

All of the meetings will be held in the Wilson Library Assembly Room, except for the October and January meetings, which sites will be announced later. Meetings begin at 3 p.m.

The Agenda Committee meets approximately 3 weeks before each Council meeting.

The Agenda Committee will meet on September 22 for the October 9 Faculty Council meeting.

## Frequently Asked Questions

### concerning

## THE CAROLINA ADVISING INITIATIVE

Prepared by the Dean's Office

College of Arts and Sciences, and

The General College

September 10, 1998

### 1. Why move so heavily toward a professional advising staff?

This move has been strongly recommended by the External Advising Committee report. It responds to the vastly increased complexity of advising, which includes both academic and personal issues. A corps of professionals functioning as primary providers of advising can work effectively, however, only because the College will find improved ways to involve faculty advisors, located primarily in departments. We have initiated discussions, with the current advising staff, that will flesh out our planning in this area. In the meanwhile we are informing department chairs that the quality of their units' advising processes will be included in the annual qualitative review we initiated last year, to which resource allocations are explicitly linked.

### 2. Are you planning to close the General College and merge it with the College of Arts and Sciences?

That has never been part of the plan, although the external committee on advising appeared to recommend it. We will restructure the leadership and administration of the advising functions of the General College and the College of Arts and Sciences. This focused leadership will allow especially for cross-training of General College and Arts and Sciences advisors, so that each group can better understand what the others do, and respond more readily to the changing needs of student advisees at differing points in their undergraduate years.

The General College does more than provide advising for first- and second-year students at Carolina. Working cooperatively with the Faculty Council, it also establishes the curriculum for the first two years of all the University's undergraduate students, and it establishes many policies that govern the early phases of undergraduate education. As the Secretary of the Faculty has suggested, however, we do intend to propose some modifications to *The Faculty Code of University Government*. Its section describing the General College is dated.

### 3. Will professional advisors be able to offer the same kind of specialized guidance currently offered by faculty advisors?

There will be a continuing faculty presence in Steele Building, including a new Senior Associate Dean, an Associate Dean, four assistant deans, and probably some accomplished faculty advisors as well. Working with this group, we intend to strengthen the role of faculty advisors, most of whom will be located not centrally but in their departments. We will also ensure that training and collaborative information sessions will bring professionals and expert faculty advisors together regularly. We plan also to arrange for large numbers of faculty (former advisors, retired faculty, former undergraduate directors in departments, and others) to aid in advising during peak periods: the first two weeks of fall classes and pre-registration periods in fall and spring semesters. Some of this peak-period advising can occur in dormitories equipped with computer laboratories.

### 4. Won't professional advisors increase the distance between students and faculty?

No. As noted above, the CAI will develop improved ways for faculty to provide the kind of advising they give best, that which results from intimate knowledge of the subject matter and culture of their disciplines.

Other intellectual climate initiatives will complement these efforts. The First Year Seminar program will do much to reduce students' sense of distance from faculty. New initiatives bringing undergraduates together with faculty for research, extended living-learning initiatives being undertaken by Student Affairs officers, the new mentoring project planned by the Graduate and Professional Students Association and Student Government, and other efforts will all increase the student/faculty contact in the College.

5. What will happen to the current advisors?

We recognize that many current advisors do excellent work, and that much of the concern has been that students don't get enough such expert advising at the times they most need it. We want to thank those advisors who have worked hard on behalf of their students. All of us at Carolina owe them gratitude. We have initiated discussions intended to refine those parts of the Carolina Advising Initiative that concern faculty involvement, and expect to identify roles for advisors who wish to remain engaged in this important work. Their expertise will be important in guiding professional advisors, training and assisting faculty advisors in departments, and aiding the professional advisors during peak periods. We are seeking ways to reward these faculty with honoraria or salary supplements.

6. Won't the appointment of another Senior Associate Dean simply increase the bureaucracy?

We expect to decrease the number of associate deans by one, so the new Senior Associate Dean for Undergraduate Studies will not increase the number of deans. That officer will, however, much increase the presence of undergraduate studies in those councils that exert most power within the College. For the first time, a senior administrator charged with providing leadership, innovation, and vision for undergraduate studies will participate in the conversation when important quality evaluations and decisions on resource allocations to departments are made.

7. Can all these changes be made by July 1999?

Ambitious goals yield achievement, and we intend to do as much as possible. We have, however, just begun the conversations with the College's experts on advising that will guide the implementation of the Carolina Advising Initiative. Some parts of the process will require a more deliberate phase-in, including especially the period in which new advisors learn how best to perform their complex tasks. We'll begin by naming a Senior Associate Dean, then seek to hire a number of professional advisors, and then set a definitive schedule for the rest of the program.

8. What sort of applicant pool can you expect for the professional positions?

We expect a strong pool. Several highly qualified people have inquired about these positions already, and we expect that the region's population of well educated people, familiar with the culture of higher education, will provide an abundance of applicants. We hope, too, that some members of the excellent current advising staff will also apply. We are sensitive to the need to hire people who will remain for a significant number of years.

9. Wasn't there an earlier plan, which would have raised the stipends of the current advising staff and added a smaller number of professionals?

There was, and, on the advice of the University Priorities and Budget Committee, the Chancellor and Provost allocated \$296,000 to improve advising in the College. The UPBC had, however, asked some penetrating questions about that plan, which led us to revisit the data. We found that the new funding, together with the College's recurrent \$822,000 annual investment in advising, if realigned further toward professional advisors, could provide more advising time per student per year. It would also allow more careful oversight, accountability, and cross-training.



*The University of North Carolina at Chapel Hill*

## **Report of the Task Force on Student Reviews in Teaching Evaluation**

July 10, 1998

Members of the Task Force were: Douglas G. Kelly, chair (Statistics, Mathematics); Jill Fitzgerald (Education); Diane Kjervik (Nursing); Ed Neal (Center for Teaching and Learning); Abigail Panter (Psychology); Maria Robertson (undergraduate student); Mark Simpson-Vos (graduate student, English); Richard Soloway (Arts & Sciences, History); Boone Turchi (Economics); Gilbert White (Medicine).

The Task Force's recommendations are in two parts: a short-term recommendation for 1998-9 as a transition year, and a recommendation for the longer term.

**RECOMMENDATION FOR 1998-9:** We recommend that the Carolina Course Review be used as previously by departments that choose to use it, but with the following changes:

1. The reporting of the results for a given section should be confined during this transition year to the raw score (number of #1 answers, numbers of #2 answers, etc.) on each question, and the median score in the class for each question. Means and standard deviations of class scores should not be reported. No norm-group percentiles should be reported, nor should the five summary statistics be reported.

2. For this transition year, the results should not be published on the Internet.

3. The CCR should be administered during this transition year from within the Department of Economics as previously. If Professor Field is unavailable to administer it, Professor Boone Turchi could be asked to do so.

**NEED FOR LONG-TERM SOLUTION:** We regard the above recommendation as a transition-year proposal only, and we feel strongly that it is inadequate for the long term. There are at least three reasons for this.

1. The transition-year proposal removes difficulties with the statistical reporting of results simply by eliminating statistical reporting. Some sort of statistically sound data reduction is important in an adequate evaluation scheme.

2. In addition, neither the current CCR nor the above proposed modifications make any attempt to correct for external factors such as class size, students' anticipated grades, difficulty of courses, whether courses are required, and others. Much research has been done on these matters, and it is important that UNC-CH adopt a system that makes the best possible use of the state of the art.

3. The design of several of the items in the CCR questionnaire has been called into question. Moreover, no attention has been given to designing a questionnaire that performs the three recognized functions of a student evaluation system: a consumer guide for students, an evaluation tool for administrators' use in salary and tenure decisions, and a means for individual instructors to improve their own teaching through student feedback. Here again, much is known about effective instruments for these three uses, and we feel

strongly that UNC-CH should have a system that does them all.

**LONG-TERM RECOMMENDATION:** Consequently we recommend the formation of a new task force to work, over the next year, to design a system of student evaluation that will take advantage of modern research, make use of emerging computer technology at UNC-CH, and serve all three purposes of a student evaluation system. This task force should include experts in the design and statistical interpretation of instruments of teaching evaluation, experts on locally-available computer technology, and representative members of various schools and units.

As a starting point, the present Task Force examined several evaluation systems used at other universities. In particular, the one used at the University of Michigan looks especially attractive and flexible: schools, departments, instructors, and student groups can choose items for their various purposes, producing questionnaires that are tailored for each individual class but still centrally administered at relatively low cost. We suggest that the new task force begin by looking (as we did, briefly) at Michigan's system and at some others.

Incidentally, a system with the flexibility of Michigan's might make it possible to satisfy all schools and departments and remove the need for the many local questionnaires that have come into use at UNC-CH over the years. The cost of a campus-wide system might be partially offset by the savings realized from dropping these, although we acknowledge the difficulties involved in persuading units to change to a centralized system.

Our understanding is that the Michigan system costs approximately \$85,000 per year to administer. This works out to about \$7 per section, or \$0.20 per student per course. Scaling for size but attempting to allow for fixed costs, we might estimate UNC-CH's cost at \$50,000 per year, plus perhaps an additional \$50,000 in one-time startup costs (although this latter estimate is very rough and may be high). We feel that this is not too high a price for an effective system, and that the intangible costs of a cheap but flawed system may already exceed that.

Dr. Ed Neal has contacted people at Michigan who would be willing to provide UNC-CH with assistance of various types in setting up a system like theirs.

#### SUMMARY OF RECOMMENDATIONS:

1. For the transition year 1998-9, use the CCR but report only raw and median class responses on each question individually; omit means, standard deviations, norm-group percentiles, and the five summary statistics. Do not report results on the Web.
2. Do not use this transition system for more than one year.
3. Form a task force to work during 1998-9 to design a permanent system.



**Resolution 98-9. Authorizing Continued Use of the Carolina Course Review for One Year**

The Faculty Council resolves:

Section 1. Notwithstanding the provisions of Resolution 98-3, adopted March 27, 1998, instructional units may continue to use the Carolina Course Review as one method of evaluating teaching during the 1998-99 academic year. Reporting of the results for a given section shall be confined to the raw score on each question and the median score in the class for each question. Means and standard deviations of class scores shall not be reported. No norm-group percentiles shall be reported, nor shall the five summary statistics be reported.

Section 2. The Advisory Committee is requested to form a task force to design a system of evaluating teaching to be made available to instructional units for use beginning with the 1999-2000 academic year.

Section 3. Resolution 98-2, adopted March 27, 1998, concerning dissemination of results of the Carolina Course Review remains in effect.



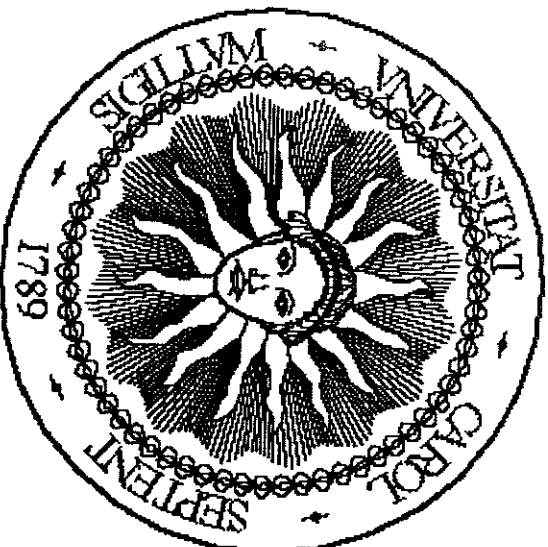
*The University of North Carolina at Chapel Hill*

### **Proposed Charge of the Faculty Information Technology Advisory Committee**

The Faculty Information Technology Advisory Committee will recommend strategies for incorporating technology in teaching and other professional activities. Issues the Committee will consider in the near future include faculty development and support needs, appropriate uses of technologies, and incentives for faculty members interested in experimenting with these new tools in their teaching and research. The Committee will guide and direct the Center for Instructional Technology in the investigation, development, and selection of courseware, tools, resources, and methodologies to enhance teaching and learning. The Committee also looks forward to playing a leading role in devising and implementing projects funded by the assessment and curricular innovation grants provided by the CCI contract with IBM.

The Committee will be a permanent appointive committee of the General Faculty. Its members will be selected to represent the University's diverse research, educational, and service missions, will be available to receive colleagues' proposals, suggestions, and advice. The Committee will include student representatives who should be members of the Student Technology Committee. The chair of the Committee should continue to represent the Committee on the University Technology Coordinating Council. Committee membership, length of terms, and other organization details should conform to the standard pattern provided by the Faculty Code for appointive committees.

[Note: The Committee's current membership, its meeting schedule and agendas, and notes on its proceedings appear at <http://www.unc.edu/cit/ftac/>.]



## ***(Review Draft 2)***

# **Report of the Task Force on Tuition Policy**

*to the Board of Governors  
of the University of North Carolina*

**August 28, 1998**

The full text of this 71-page document can be found at  
<http://www.ga.unc.edu/UNCGA/assessment/TPTF.pdf>.

There is also a link on the Faculty Governance Website  
under Emerging Issues.

UNC-GA ProgAssess/TPTF.0R002/8-28-98



## **VII. Task Force Recommendations**

As a result of its deliberations, the Task Force has developed a series of recommendations for consideration by the Board of Governors. These recommendations are arranged as follows:

- A. General Tuition and Fee Policies and Practices
    - 1. Maintain Low Resident Tuition
    - 2. Strengthen Tuition and Cost Management Policies
      - a. Schedule for Setting Tuition and Fees
      - b. Criteria for Proposing Changes in General Tuitions
    - 3. Establish a Need-Based Financial Aid Program for UNC Students
    - 4. Clarify Distinctions between Tuition and Fees
    - 5. Reevaluate the Cap on Debt Service Fees
    - 6. Streamline Board of Governors Review Procedures for Fees
    - 7. Strengthen Public Communication about Costs and Financial Aid
  - B. Tuition Policies for Undergraduate Education
    - 1. No Differences in Undergraduate Tuition Charges by Program
    - 2. Consistency in Undergraduate Tuition Charges within Carnegie Classifications
    - 3. Reasonable Undergraduate Tuition Differences between Institutions in Different Carnegie Classifications
    - 4. Basis for UNC Review of Campus-Initiated Undergraduate Tuition Proposals
  - C. Tuition Policies for Graduate and Professional Education
    - 1. General Basis for Setting Graduate and Professional Tuition
    - 2. Basis for Board of Governors Action to Initiate General Changes in Graduate or Professional Tuition Rates
    - 3. Board of Governors Procedures and Criteria for Review of Campus-Initiated Requests for Changes in Graduate or Professional Tuition Rates
    - 4. Full Tuition Remission for Graduate Assistants
  - D. Tuition Policies for Nonresidents
    - 1. New Comparison Groups for Different Categories of UNC Institutions
    - 2. Advisory Committee for Comparing Tuition at Peer Institutions
    - 3. Considering Tuition Remission/Waiver Policies of Peer Institutions
- A. General Tuition and Fee Policies and Practices**
- 1. Maintain Low Resident Tuition**

The Task Force recommends that the Board of Governors seek no change in the state's basic tuition policy for the campuses of the University of North Carolina, which is to maintain student tuition as low as is practicable. The historic commitment to low student

tuition that is mandated by the Constitution of the State of North Carolina has been an essential element of state finance policy for UNC campuses. This commitment remains a vital and viable element of the state's role in higher education. The remaining Task Force recommendations largely advocate modifications in the implementation of this basic policy that are intended to ensure the continuation of low tuition and affordable access to UNC institutions.

## **2. Strengthen Tuition and Cost Management Policies**

The Board of Governors has the authority to set student tuition rates "*not inconsistent with the actions of the General Assembly*." Historically, the Board has interpreted this to mean that it should not make any recommendations regarding general resident tuition levels, including necessary changes, until after the General Assembly has acted on the budget. Each budget that has been forwarded by the Board to the General Assembly has included no proposal for general resident tuition changes, and only those proposed changes in nonresident rates that were required by law.

After considering the Board's request in relation to other demands on the state budget, the General Assembly routinely has concluded that general fund appropriations alone cannot meet the funding requirements of UNC institutions. Thus, it has generally approved budgets for the University that have required tuition increases. Those increases have averaged 7.4% annually over the last ten years, or approximately 1.9% more per year than the growth in North Carolina per capita personal income over the same period.

The Task Force has concluded that the Board's past practice of deferring setting tuition charges until after the final budget action of the General Assembly has not prevented tuition increases from occurring. Moreover, the lateness of the announcements has both adversely impacted students and their families, who are not able to make realistic and informed plans about what they will have to pay each year, and created administrative burdens for the campuses. Because the University's biennial budget requests have implicitly assumed no tuition increases, steps have not been taken to build a financial aid "safety net" to ensure that need-based grant aid is available to students from low-income families who may be negatively affected when tuition increases do occur. And because tuition revenues are not included in overall institutional planning, the process has not encouraged integrated fiscal and program planning, including appropriate attention to cost and price control, within the institution.

### **a. Schedule for Setting Tuition and Fees**

The Task Force recommends that the Board of Governors act by October of each year to set both the University's general tuition revenue level for the next academic year as well as the associated campus tuition rates. Tuition rates for all categories of students on all campuses—including undergraduate, graduate and professional, resident and nonresident—should be established at that time. This will allow Board action on tuition to be incorporated into the University's budget request as part of its overall plan for financing the University. It will also strengthen the Board's ability to relate institutional planning to budgeting and cost containment.

**Fee charges for the next academic year should continue to be set no later than March of each year.** The campus fee review process is a key responsibility of institutional boards of trustees that also requires extensive student consultation. In order to ensure reasonable time periods for consultation and review by all of the parties involved—students, administrators, campus trustees, and Board of Governors members—the fee review schedule will not accommodate a deadline for Board of Governors action prior to March. However, setting campus tuition rates for the next academic year in October and fee rates the following March will permit students and their families to know in early spring what their combined tuition and fee charges for the fall semester will be, assuming consistency between the actions of the Board of Governors and the General Assembly.<sup>7</sup>

*b. Criteria for Proposing Changes in General Tuitions*

The Board of Governors should consider a number of factors in deciding whether to change general tuition rates in any given year:

- ♣ The availability of state general fund revenue to maintain quality and access within the campuses of the University of North Carolina
- ♣ Evidence of institutional efforts to manage costs through increases in productivity and/or efficiency improvements
- ♣ Analysis of the impact of tuition and fee charges on student access to the campuses of the University of North Carolina
- ♣ Changes in various price and income indices (e.g., North Carolina per capita personal income, Consumer Price Index, Higher Education Price Index)
- ♣ The current level of student charges at UNC institutions and whether campuses have proposed campus or program tuition differentials for the budget period that would be in addition to general increases in tuition
- ♣ Analysis of student indebtedness levels within the University.

**3. Establish a Need-Based Financial Aid Program for UNC Students**

The primary mechanism for ensuring financial access to UNC for North Carolina resident students will continue to be student charges that are as low as practicable. However, low student charges are not sufficient to ensure access for the most economically needy students, for whom the costs of attendance in addition to tuition and required fees may pose a serious threat to higher education access. Insufficient financial resources should never be a barrier to college success for students who are academically capable and motivated to succeed.

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<sup>7</sup> By law, tuition and fee charges set by the Board of Governors that are "inconsistent" with actions of the General Assembly would have to be adjusted. If needed, adjustments would take the form of surcharges, refunds, or changes in the student charges for the next semester.

The Task Force recommends that the Board of Governors initiate plans to design and seek funding for a need-based student financial aid program for UNC students. The specific elements of that program should include the basis on which financial need is measured as well as goals for how unmet need should be funded, since existing federal guidelines on these matters may not be appropriate for North Carolina. A separate Board of Governors advisory task force should be commissioned to conduct this study and prepare recommendations for Board consideration regarding program design and funding. This Task Force defers further comment on the potential design of the program, with two exceptions:

- Any further increases in student tuition levels must be accompanied by increased funding for need-based financial aid; and.
- Any plan for a need-based aid program should be designed to facilitate its integration with early outreach and academic preparation programs, in order to have the maximum effect on improving academic preparation and increasing successful college attendance.

#### **4. Clarify Distinctions between Tuition and Fees**

**The Task Force recommends that in the future the Board of Governors and UNC institutions maintain sharp distinctions between the appropriate purposes and uses of tuition in contrast to student fees.**

As was noted in the introduction, tuition traditionally has been viewed as a source of revenue for supporting the general academic program of the University, while fees have served to provide a dedicated source of funding for needed student services and activities not supported by state appropriations. However, this critical distinction between tuition and fees has been obscured by the establishment of fees that function as a source of revenue for general academic purposes. In order to reestablish clarity within the University's revenue structure, the Task Force advocates that the University maintain clear boundaries between what tuition and fee revenues are used to support.

**The general academic and administrative operations of UNC institutions, including courses, programs, and faculty salaries, should be financed through state appropriations and/or tuition. Fees, on the other hand, should be used to support limited, dedicated purposes where the revenue should remain with distinct activities; for example, student activities fees provide dedicated revenue to support direct services to students and thus are an appropriate use of fees.**

A limited number of existing fees fund activities or functions that may be categorized as generally academic or administrative in nature. They include the required educational and technology fee and certain special fees which provide revenue to support the general operations of some academic programs. While the Task Force acknowledges that these fees do not meet its fee definition, it is also sensitive to the potential disruption to existing campus and program operations that might result from attempting to reconcile the two. Also, the University and its

constituent institutions are currently collaborating on an Information Technology Strategy (ITS) project to guide the planning and development of systemwide IT initiatives, and to support the campuses in the development of their own institutional IT strategies. All sources of funding for IT, including the educational and technology fee, will be evaluated during the ITS project as part of developing a plan for financing initiatives related to the strategy.

**Given the definition of tuition and fees as provided above and UNC's existing fee structure, the Task Force recommends the following:**

- **New fees that would function as a source of revenue for general academic purposes, either at the campus or the program level, should not be requested or approved.**
- **Existing special fees that largely provide revenue for general academic purposes should be retained at their current levels; i.e., no further increases in these fees should be permitted.**
- **If supplemental resources are required for general academic purposes in the future, they should be addressed through state appropriations or tuition, but not fees.**
- **The status of educational and technology fees and their appropriate levels should be evaluated in the context of the University's overall approach to technology funding as determined through the ITS process. Pending any changes that might be recommended as a result of the ITS, educational and technology fees should be retained as an exception to the recommended distinction between tuition and fees within the University.**

## **5. Reevaluate the Cap on Debt Service Fees**

In its 1993 report on revising UNC fee policies, the Board of Governors limited increases in campus debt service fees to \$100 of the then-existing levels and capped them at that amount, with this ceiling on debt service fees to remain in effect ". . . *until the Board reevaluated its policy and established a new limit as appropriate.*" The Board has not reexamined the limit on debt service fees since that time. Given that over five years have passed since this issue was last examined, the Task Force recommends that the Board undertake a review of the existing ceiling on debt service fees to determine if it still strikes an effective balance between campus needs for student-related facilities and the University's fundamental commitment to keep student charges as low as possible.

## **6. Streamline Board of Governors Review Procedures for Fees**

The current Board of Governors process for reviewing fee levels at UNC institutions requires that the Board review all fees for all institutions on an annual basis, including full justifications for the existence of the fees and their current levels. However, the Board would have received much of this information in the original campus proposals for establishing the fees or in the latest requests for increasing them. The Board should allow campuses to submit fee reports that list their fees by category, amount, and purpose, with comprehensive justifications provided for

proposed fee increases only. This reporting structure would still provide the Board of Governors with sufficient information for monitoring fee levels on UNC campuses, while also allowing for a more efficient and focused review of changes in those levels.

Because fee charges apply equally to residents and nonresidents, it is particularly important that the Board monitor campus fee levels and structures on a regular basis to ensure that they are consistent with the University's historic commitment to low resident charges. The Board should continue to conduct a comprehensive review of institutional fee structures on a regular basis in order to ensure that the overall fee levels paid by UNC students are consistent with the Board's philosophy on student charges. The task force suggests that an adequate time horizon for such reviews might be every four years.

The task force also recommends that each campus continue its complete annual review of its fee structure and levels with full student participation. Because of normal student turnover, it is likely that students generally will have limited knowledge regarding the historical context surrounding the fees and fee levels charged by their institutions. Therefore, UNC institutions should (continue to) supply student representatives with comprehensive fee histories and justifications as part of their annual fee review processes

## **7. Strengthen Public Communication about Costs and Financial Aid**

National public opinion polling shows that public concern about the cost of college is at an all-time high. If students and their families believe that college is not affordable, this can reduce personal aspirations about academic achievement and lead high school students to not prepare appropriately for college, or to choose colleges based on perceptions of affordability rather than on program or quality. Recent work by the American Council on Education shows that public perceptions of college costs are skewed, with the large majority of the public consistently overestimating the price of tuition and underestimating the availability of financial aid.<sup>8</sup> The information that families do get is often coded and technical, and couched in the jargon of financial aid formulae which seem designed to confuse more than to communicate.

If the state of North Carolina is to increase its college-going rate, one aspect of that must be a strengthened public information campaign about financial preparation for college. Students and families need to know what college is likely to cost, and what kinds of aid are available to ensure that students get the help they need. This information must be integrated into enhanced public communication efforts regarding college attendance and preparation, and made available to students and their families when students are still in their middle school years.

The Task Force therefore recommends that the Board of Governors expand the University's efforts to include information about paying for college as part of its public communication and student outreach activities. Resources should be found to ensure that this information is made

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<sup>8</sup> Stanley O. Ikenberry and Terry W. Hartle, *Too Little Knowledge is a Dangerous Thing: What the Public Thinks and Knows about Paying for College*, Washington: American Council on Education, 1998.

available in a variety of formats, and in language that is designed to reach teenage students as well as adults and high school counselors. If possible, these efforts should be integrated into a general public communications strategy designed to increase the state's college-going rate.

## ***B. Tuition Policies for Undergraduate Education***

A comprehensive undergraduate curriculum is an essential underpinning of quality in the institutions of the University of North Carolina. The Task Force believes that tuition policies at the undergraduate level should encourage students to pursue academic and intellectual interests without regard to program costs. Therefore, the Task Force recommends that there should be practically no difference in tuition between undergraduate programs within an institution, and only minimal differences in undergraduate tuition between campuses in the same Carnegie category. Similarly, differences in undergraduate tuition between institutions in different Carnegie categories should be reasonable and consistent with UNC's current tuition structure.

### **1. No Differences in Undergraduate Tuition Charges by Program**

The Task Force recommends that UNC's undergraduate tuition policy require general conformity in undergraduate tuitions across programs within a campus.

### **2. Consistency in Undergraduate Tuition Charges within Carnegie Classifications**

The Task Force recommends that the Board of Governors permit only minimal differences in tuition rates among UNC institutions within the same Carnegie category.

### **3. Reasonable Undergraduate Tuition Differences between Institutions in Different Carnegie Classifications**

Because of differences in campus missions and academic programs related to institutions' Carnegie classifications, the Task Force recommends that the Board of Governors continue to permit differences in tuition rates between institutions in different Carnegie categories that are reasonable and consistent with UNC's existing tuition structure.

### **4. Basis for UNC Review of Campus-Initiated Undergraduate Tuition Proposals**

The Task Force recognizes that campuses may experience extraordinary circumstances which suggest that an across-the-board change in undergraduate tuition may be needed at one or more institutions. In the unusual event that exceptional circumstances lead a campus or campuses to the conclusion that a change in undergraduate tuition rates is needed, the Task Force recommends that the Board permit campuses to bring proposals for undergraduate tuition changes before the Board for its consideration. The Task Force also recommends that the Board of Governors establish procedures to review such

**proposals and to make decisions about them that are consistent with the University's long-range planning and budgetary processes, as well as points 1-3 of this section.**

Campuses wishing to submit requests for undergraduate tuition changes should conduct a process of internal consultation similar to that now required for fees by the UNC fee review policy. They should also present evidence justifying their proposals that addresses the following:

- The projected impact of a proposed change in tuition on access for North Carolina residents
- The availability of student financial aid for students with economic need, or plans to ensure that such funding will be available
- The extent to which current and prospective students have the ability to afford possible increases in tuition, measured by a variety of factors including:
  - ♣ actual indebtedness levels of graduates
  - ♣ the availability of cost reimbursement by employers
  - ♣ starting salaries for recent graduates
- The anticipated impact of a proposed change on institutional quality
- The relationship of projected tuition revenue to institutional costs
- Tuition and fees charged by comparable institutions, based on Carnegie classifications (information regarding public subsidies at public institutions, including UNC institutions, should be included as part of the comparison)
- The intended use of additional tuition receipts (e.g., needed improvements to the educational program, funding for competitive salary increases, etc.)
- Documentation of evidence to balance revenue needs with attention to cost management and containment, including efforts to cut costs and increase productivity

**The Task Force recommends that the Board require a campus to submit a one-time report at the end of the first full biennium following an approved tuition rate change regarding the actual use of the additional tuition revenue generated as a result. This will ensure the accountability of a campus for its tuition proposals as well as enable the Board to maintain the University's accountability to the state.**

### ***C. Tuition Policies for Graduate and Professional Education***

#### **1. General Basis for Setting Graduate and Professional Tuition**

The constitutional provision that tuition be set as low as practicable should as a general matter extend to the graduate and professional as well as the undergraduate level. However, the financial structure and educational purposes of graduate and professional education are sufficiently different from undergraduate education that distinct tuition policies at the graduate and professional level should be permitted. In essence, the definition of what is "practicable" varies by level of instruction for a number of reasons, and those differences should be reflected in the tuition policies associated with each. **Key areas in which tuition policies**



might differ by level of instruction include the permissibility of different tuition rates between the graduate and undergraduate levels and some variation in tuition rates by program at the graduate and professional level.

Aspects of the essential differences between graduate and professional education and undergraduate education that justify different tuition and fee policies include the following:

- a. Graduate and professional education is typically much more costly for institutions to offer than undergraduate education. On average, graduate and professional education student instructional credit units within the University cost 2.8 times that of undergraduate education credit units, because of generally lower class sizes and the costs of research that are inherent to the graduate curriculum. Enhanced state funding is not always available to address these higher costs and thereby ensure that the high level of quality in UNC graduate and professional programs is maintained.
- b. Graduate students have a different kind of relationship with the institution as well, because the graduate instructional mission includes research and student teaching apprenticeships designed to prepare students for future roles as researchers and faculty.
- c. Although many graduate students receive stipends for teaching and assistantship roles, these opportunities are less available in most professional schools. Student aid in the form of need-based grant aid is generally not available to graduate or professional students, for whom student loans are the primary source of aid.
- d. Graduate and professional departments have a mission to serve North Carolina's needs, but there is a national and international dimension to graduate and professional education that distinguishes it from undergraduate education. In order to maintain and advance the quality of their academic and research activities, graduate departments must have the capacity to recruit the best students from across the country, and to support them appropriately.
- e. The individual economic benefits, in terms of lifetime salaries and greater career options, are greater for many forms of graduate and professional education than for baccalaureate degree holders.
- f. Unlike graduate education, the graduate curriculum is confined to a program, profession, or discipline area. Differences in program purposes and cost structures, including recruitment audiences, national and international competition, and technical and research needs, may require more resources for distinct graduate or professional programs. While sharp differences in graduate and professional tuitions by program or discipline need not be encouraged, neither should they be discouraged to the same extent as at the undergraduate level.

Given the unique characteristics of graduate and professional education as compared to undergraduate education, the Task Force recommends that tuition for graduate and professional students should be set with a primary emphasis on maintaining and increasing the excellence of UNC graduate and professional programs, on ensuring access to those programs irrespective of students' financial capacity, and on competing

successfully to attract and retain the best students to serve North Carolina's needs in each field.

## **2. Basis for Board of Governors Action to Initiate General Changes in Graduate or Professional Tuition Rates**

If general fund appropriations are not sufficient to protect quality at the graduate level, the Board of Governors should consider base tuition rates at the graduate and professional level that differ from those at the undergraduate level and are sufficient to generate the necessary resources. The Board should make decisions about whether distinct base tuition rates at the graduate and professional level are necessary and what those rates should be as part of its deliberations regarding its biennial budget request. In order to accomplish the integration of tuition and budgetary decisions, graduate and professional program tuition rates for the next academic year should be set no later than October of each year, consistent with the recommendations in Section VI.A. above. Proposals regarding distinct tuition rates for specific graduate and professional programs above the base graduate and professional tuition rates at UNC campuses should be developed at the individual campus level, subject to review and action by the Board of Governors.

## **3. Board of Governors Procedures and Criteria for Review of Campus-Initiated Requests for Changes in Graduate or Professional Tuition Rates**

The Task Force recommends that the Board of Governors develop procedures to permit individual campuses to initiate requests for Board approval of different base or program tuition rates at the graduate and professional levels. In order to ensure the consistency of such proposals with long-term programmatic and fiscal objectives of the University and the constituent institution, the Board should require that a campus wishing to submit a proposal for establishing or increasing a distinct graduate and professional tuition rate (either a general rate or specific program rate) do so as part of the University's long-range planning and budgeting processes.

In reviewing potential criteria to recommend as a basis for deciding when graduate or professional differentials may be appropriate, the Task Force has concluded that a flexible policy framework that allows judgments to be reached based on a number of factors is preferable either to cost-based formulas or to discipline or program typologies that treat all academic or professional programs the same. The Task Force recommends that the Board of Governors require campuses requesting graduate or professional tuition differentials to justify their proposals by providing the following evidence or analyses:

- The anticipated impact of a proposed change on program quality
- The projected impact of a proposed change in tuition on access for North Carolina residents
- The availability of student financial aid for students with economic need

- The extent to which current and prospective students can afford possible increases in tuition, as measured by a variety of factors including:
  - ✦ actual indebtedness levels of graduates
  - ✦ the availability of cost reimbursement by employers
  - ✦ expected starting salaries of graduates
- The relationship of projected tuition revenue to institutional and/or program costs
- Tuition and fees, net of remissions and waivers, charged by peer institutions or programs, as compared to tuition and fees, net of remissions, at the UNC institution or program (the public subsidy received by students at public institutions or programs in the peer set, including the UNC institution or program in question, should also be identified as part of the comparison)
- The intended use of additional tuition receipts (e.g., needed improvements to the educational program, funding for competitive salary increases, etc.)
- Documentation of evidence to balance revenue needs with attention to cost management and containment, including efforts to cut costs and increase productivity.

#### **4. Full Tuition Remission for Graduate Assistants**

In order to be competitive with their peers, graduate programs within the University of North Carolina need the flexibility to offer full tuition remission to highly competitive graduate students. State law currently prohibits UNC institutions from fully remitting tuition for graduate assistants and limits the funds available for remissions to what has been appropriated by the General Assembly for that purpose. This constraint places UNC graduate programs at a significant disadvantage in the competition for top graduate recruits, since virtually all of the institutions against which they compete for these students are able to offer full tuition remission to their candidates. This, in turn, places artificial limits on the ongoing efforts of UNC graduate programs to enhance their competitive standing and improve further the high quality of research and service they provide to the state.

In order to improve UNC's competitiveness in recruiting and retaining highly qualified graduate students from both in-state and out-of-state, the Task Force recommends that the Board of Governors propose a change in the law to the General Assembly that would:

- permit full tuition remissions for graduate students who are awarded either a graduate teaching assistantship or a research assistantship, and
- provide for adequate graduate tuition remission funding within the University.

## **D. Tuition Policies for Nonresidents**

Under General Statute 116-144, the Board of Governors is required to set tuition rates for nonresident students at levels “...*higher than the rates charged residents of North Carolina and comparable to the rates charged nonresident students by comparable public institutions nationwide.* . . .” Historically, the Board has implemented this requirement by comparing the rate of increase in nonresident tuition for *flagship* institutions nationwide and applying that rate of increase to nonresident tuition at *all* UNC institutions. In addition, the General Assembly has approached nonresident rates with an emphasis on closely relating those rates to the full cost of instruction at UNC institutions. Together, these policies have resulted in well-above-average nonresident tuition rates at UNC institutions, with nonresident rates at UNC comprehensive and baccalaureate institutions in particular being substantially higher than those of their national or regional peer groups. These higher-than-average nonresident tuition rates at our comprehensive and baccalaureate institutions have hurt the competitiveness of those campuses for the out-of-state students they need to maintain diverse educational communities.

### **1. New Comparison Groups for Different Categories of UNC Institutions**

The Task Force recommends that, instead of using a single set of comparison institutions to measure comparability for nonresident tuitions, a new methodology be created that uses different institutional comparison groups, organized by Carnegie classification and including only public institutions as required by law.

### **2. Advisory Committee for Comparing Tuition at Peer Institutions**

The Task Force recommends that an ad hoc advisory committee be appointed by the President to prepare recommendations on the new methodology for nonresident tuition comparisons. The committee should specifically include representation from UNC institutions near the state’s borders because of their unique position of competing in the same *local* markets with peers from other states (with different tuition policies and levels). The committee should also be structured to include representation from institutions in each Carnegie classification found within the system.

### **3. Considering Tuition Remission/Waiver Policies of Peer Institutions**

As part of its process for developing appropriate nonresident tuition institutional peer groups for the different categories of UNC institutions, **the advisory committee should consider the tuition remission/waiver policies of the proposed peer institutions.** Such information will assist the committee particularly in making a more accurate assessment of actual nonresident graduate tuition charges at peer institutions.



*The University of North Carolina at Chapel Hill*

## **MINUTES OF THE FACULTY COUNCIL**

### **September 11, 1998, 3:00 P.M.**

#### **Attendance**

Present (56): Adler, Angel, Black, Blackburn, Bluestein, Bolas, Carl, Clegg, Collins, Cordeiro-Stone, Cravey, Dalton, Daye, Debreczeny, Devellis, Elvers, Estroff, Fishman, Fox, Grossberg, Hattem, Hooper, Huang, Jackson, Johnson, Kjervik, LeFebvre, Lubker, Ludlow, Madison, McKeown, Meehan-Black, Molina, Newton, Nord, Owen, Pagano, Panter, Passannante, Pfaff, Plante, Postema, Powell, Raab-Traub, Rabinowitz, Raper, Rosenfeld, Schaller, Sekerak, Straughan, Strauss, Taft, Thorp, Tysinger, Vevea, White.

Excused absences (28): Bangdiwala, Bender, Covach, Eckel, Favorov, Foshee, Gasaway, Graham, Graves, Harrison, Haskill, Holmgren, Kaufman, Lentz, Levine, Lord, Maffly-Kipp, Margolis, Marshall, Melchert, Mill, Moreau, Platin, Shea, Steponaitis, Weiss, Werner, Williams.

Unexcused absences (1): Bowen.

#### **Chancellor's Remarks**

*Freshman class.* Chancellor Hooker reported that the Class of 2002 is the best freshman class we have had. Average SAT scores are up considerably over last year and applications increased by 1,200. There were 17,250 applicants for 3,400 slots. The percentage of applicants who accepted our offer of admission also increased for the second straight year. One result of that is that we began the semester with 187 students sleeping in temporary quarters. We are slowly finding space for them but 42 students are still waiting for rooms.

*Chancellor's Cabinet.* The Chancellor welcomed to the University the new vice chancellor for administration, James Ramsey, who comes to us from his former position as budget director for the State of Kentucky. Dr. Ramsey, whose discipline is economics, has been on the faculty of Western Kentucky University. Many of the administrative assignments formerly held by the executive vice chancellor have been assigned to Dr. Ramsey. Others have been transferred to the provost or retained by the chancellor. The administrative officers who now constitute the Chancellor's Cabinet are: Dick Richardson, provost; Susan Ehringhaus, general counsel; Brenda Kirby, secretary of the University; Sue Kitchen, vice chancellor for student affairs; Matt Kupec, vice chancellor for university advancement; Marian Moore, vice chancellor for information technology; Tom Meyer, vice provost for graduate studies; and Jim Ramsey, vice chancellor for administration. The cabinet is meeting weekly and working on problems collectively.

*Campus master plan.* A study that will culminate in a master plan for the central campus is now being undertaken with the aid of a consulting firm, Ayers/Saint/Gross. The study will take about eighteen months. The plan will take cognizance of the availability of the Horace Williams tract for future expansion. It will not supercede the existing plan for the tract, which identifies areas suitable for development, but it will address functions and activities that could be relocated to that area.

*Enrollment.* The chancellor stated that Provost Richardson is chairing a Task Force on Enrollment Management that will address the issues involved in an expected cumulative increase of approximately 42,000 over the next decade in the number of people seeking access to higher education in North Carolina. A number of these people will be graduating high school seniors who will be enrolling as freshmen in the University System. Many of them will want to enroll at UNC-CH. The task force is considering options and assessing the impacts of growth to serve some share of this increase. We think it is important to establish some principles that would guide our expansion. One is that we do not want to change the existing ratio of undergraduate to graduate/professional students. Another is that we think it would be unwise to expand before we have faculty, classrooms, and housing to accommodate more students.

*Advising.* Under Dean Palm's leadership, the Carolina Advising Initiative is being put in place. We will be hiring ten full-time professional advisors and bringing in part-time advisors during peak periods, looking perhaps to retired faculty for the latter purpose. The provost has allocated an additional \$300,000 to the College budget for this purpose. We are also recruiting a new senior associate dean for undergraduate education, among whose duties will be administration of the advising system.

*Carolina Computing Initiative.* The chancellor expressed satisfaction with the progress to date of the Carolina Computing Initiative. The supply contract with IBM has made lap-top computers available to faculty and students at less than one-half of market price. Some 200 computers have already been sold under the contract. We are establishing a pilot program to provide computers and training for faculty to four departments in the College: Psychology, Economics, English, and Statistics.

*Faculty salaries.* The chancellor said he would like to be able to tell the faculty what is going on in the General Assembly, "but I don't know anybody who knows." He does expect that the average faculty pay raise will be 3% once the budget is approved. That is good compared with inflation over the past 12 months, but it is inadequate in comparison to our benchmark institutions, especially the University of Virginia, which is receiving an average pay increase of 5.2%. Our greatest area of weakness in comparison with peer institutions nationwide is faculty compensation. This will remain the chancellor's highest priority in preparing for next year's budget.

### **Hettleman Awards**

The Hettleman Awards are presented annually in recognition of outstanding scholarly and/or artistic achievement by young faculty. Chancellor Hooker presented the 1998 awards to Professor Carolyn Connor, Department of Classics; Professor Dinesh Manocha, Department of Computer Science; and Professor Richard Superfine, Department of Physics and Astronomy. Professor Connor was recognized for her work on Byzantine society. Professor Manocha specializes in imaging, which is perhaps the greatest strength of our Computer Science department. Professor Superfine's area of research is nanotube technology, a specialty that promises to be the most exciting area of materials science over the next decade.

### **Remarks by the President of the Student Body**

Reyna Walters, President of the Student Body, addressed the Council. She expressed her warm support for the changes in the advising system that are being put in place. Ms. Walters then turned to the subject of faculty/student interaction, which was one of the principal themes of her campaign. Plans are in place for making faculty/student interaction one of the themes of University Day. After the main ceremony, there will be a picnic for students, faculty, and staff. Later in the afternoon there will be a program that focuses on the history of University Day and directions for the future. Ms. Walters called attention to the meeting rooms in Lenoir Hall that have been specifically designed to facilitate faculty/student interaction. She hopes that faculty members will use these rooms occasionally for classes. Ms. Walters also mentioned the Major Decisions program which she wants to continue and expand. Finally, she called attention to the 1999 Special Olympics World Games. The student governments at UNC-CH and NC State will be actively engaged in fund-raising for this event. She asked for the faculty's support.

### **Remarks by Prof. George Wahl, Chair of the Faculty, North Carolina State University**

Prof. Wahl reported that he and Prof. Andrews have agreed that both UNC-CH and NCSU have much to gain by establishing lines of communication and cooperation between the two Research I institutions of The University System. Prof. Andrews has previously visited the Faculty Senate at NC State. Prof. Wahl is now pleased to return that visit. He has found it helpful to learn about how the UNC-CH Faculty Council operates. He and Prof. Andrews have had occasion to speak to members of the General Assembly about the importance of graduate education and they have met with President Broad to make a case for the special needs of Research I institutions. One area that may be ripe for mutual cooperation is the topic of faculty benefits. Another is the matter of interaction with boards of trustees, a topic that he and Prof. Andrews have discussed. Prof. Wahl noted that the provost at NCSU is retiring December 31, 1998. He invited nominees.

### **Chair of the Faculty's Remarks**

[The *Faculty Code of University Government* requires the chair of the faculty to report annually on the state of the faculty. The full text of Prof. Andrews' reports for 1998 and 1997 can be found on the Faculty Governance web site. The following is a summary of this year's report.]

Prof. Andrews recalled that he said when standing for election as chair of the faculty that his top priority would be to increase the constructive influence of the faculty in addressing both internal issues and external challenges and to articulate what the faculty believe to be outstanding and special about this university community. He listed a number of accomplishments in 1997-98:

- Implementation of many recommendations of the Intellectual Climate Task Force, most notably the Freshman Seminars Program, the initiative in undergraduate advising, creation of a public service center and doubling the number of service learning courses, and new guidelines for considering public spaces in facility planning initiatives;
- Creation of the University Priorities and Budget Committee;
- Establishment of a faculty Instructional Technology Advisory Committee;
- Changes in the hearings process for faculty dismissals;
- Adoption of a statement reaffirming the faculty's commitment to diversity;
- Development of the Faculty Governance web site and use of email listserves to improve communication among faculty members.

He then turned to major issues that will come before the Faculty Council in the coming year. Among these are:

- The outcome of the Board Governors' study of tuition policy;
- The central campus plan;

- The work of the Task Force on Enrollment Growth;
- The work of the Ad Hoc Committee on Copyright;
- Results of a survey of faculty research needs undertaken by the Research Committee;
- Further implementation of the report of the Task Force on Intellectual Climate, especially those dealing with innovation and undergraduate teaching and student residential life.

Beyond these specific issues, Prof. Andrews drew attention to three broader matters that he commends to the faculty's attention. First is the implications of information technology for our teaching. Not everyone will become involved in distance learning, but nearly everyone will need to prepare himself or herself to teach in a new environment of instant access to vast amounts of information and ways of sharing and manipulating it. We will need to teach our students how to use it appropriately and purposefully. That means that we must become familiar with the opportunities it affords in our own fields and to become discriminating critics of the ways in which it can overwhelm, distract, and mislead students. We will need to focus more than ever on the core elements of a university education that no computer can teach by itself, such as how to frame good questions for study, how to design good projects to answer them, how to critically evaluate information and opinions, how to draw logical inferences and construct strong arguments, how to distinguish meaning from mere information. Second, Prof. Andrews welcomes the possibility of cooperative initiatives with NC State. Finally, he invited ideas and suggestions as to how to shape the Council and faculty into a more effective and constructive force both within the University and beyond.

### **Faculty Council Procedures and Expectations**

Prof. Ferrell, secretary of the faculty, briefed members of the Council on the nuts and bolts of Council membership and its modes of operation. He pointed out that the General Faculty (which includes everyone holding a faculty appointment) meets twice annually (September and April). Its principal function is to approve changes in the Faculty Code. All faculty members are welcome to attend and participate in Faculty Council meetings but voting rights are held only by elected members. He stressed that the Code wisely requires advance notice of any agenda item that will require a formal vote.

Prof. Ferrell said that it had been suggested that the Council might begin convening at 2:30 p.m. with adjournment planned for 4:30 p.m. as a convenience to members whose offices and parking spaces are distant from the usual central campus meeting place. There was little enthusiasm for the idea, so it will not be pursued at this time.

### **Report of the Task Force on Student Review in Teaching Evaluation**

Prof. Boone Turchi presented the report of the task force. Prof. Turchi reviewed the reasoning that led the Council in March 1998 to adopt Resolution 98-3 providing that the Carolina Course Review is "disqualified as an instrument of official personnel evaluation." Student evaluations of teaching have three important uses: (1) administrative evaluation of faculty performance, (2) production of a "consumer guide" for students to use in selecting courses, and (3) as a diagnostic tool to help instructors improve the quality of their courses. When the Educational Policy Committee addressed the issue in 1998, the CCR was actually being used only for the first of these purposes. The Committee found it unsuited for that purpose because the statistical measures being reported are invalid. After adoption of Resolution 98-3, it came to light that the board of trustees expects faculty personnel actions to be based on demonstrated evidence of effective teaching as well as other scholarly activities. Completely eliminating use of the Carolina Course Review with no replacement has caused difficulty because some departments have no other formal means of evaluating teaching in place at this time. The Advisory Committee appointed a task force to address the problem and its report is now before the Council. The recommendation, embodied in Resolution 98-9, is in two parts. The first part will authorize continued use of the Carolina Course Review for the 1998-99 academic year by departments who wish to do so, but without the invalid statistical measures that precipitated the previous Council action. The second part calls for formation of a new task force to develop a teaching evaluation system for future use.

Prof. Timothy McKeown (Political Science) questioned whether the wording of Resolution 98-9 as presented would allow use of CCR results from years prior to 1998-99 in tenure evaluations being conducted in the current year. After discussion of this point, the resolution was amended to make the second sentence read: "Use of the results from any year shall be confined to the raw score on each question and the median score in the class for each question."

Prof. Robert Adler (Kenan-Flagler Business School) commended the task force for its work. He supports accountability and looks forward to improving our ability to evaluate teaching.

Prof. Rachel Rosenfeld (Sociology) suggested that it would be helpful to departments now engaged in tenure evaluations to have access to the task force report as a guide to how CCR data might be used.

At the conclusion of the discussion, Resolution 98-9 was adopted without dissent as follows:

#### **Resolution 98-9. Authorizing Continued Use of the Carolina Course Review for One Year**

The Faculty Council resolves:

Section 1. Notwithstanding the provisions of Resolution 98-3, adopted March 27, 1998, instructional units may continue to use the Carolina Course Review as one method of evaluating teaching during the 1998-99 academic year. Use of the results from any year shall be confined to the raw score on each question and the median score in the class for each question. Means

and standard deviations of class scores shall not be reported. No norm-group percentiles shall be reported, nor shall the five summary statistics be reported.

Section 2. The Advisory Committee is requested to form a task force to design a system of evaluating teaching to be made available to instructional units for use beginning with the 1999-2000 academic year.

Section 3. Resolution 98-2, adopted March 27, 1998, concerning dissemination of results of the Carolina Course Review, remains in effect.

### **Faculty Information Technology Advisory Committee**

Dean Darryl Gless, chair of the Faculty Information Technology Advisory Committee (FITAC), presented on behalf of the committee a request that the committee be permanently established as a standing committee of the General Faculty.

Prof. Warren Newton (Family Medicine) asked about the relationship between FITAC and ongoing efforts in the Division of Health Affairs around a very similar issue. Dean Gless replied that the purpose of FITAC is to bring together people from all across the campus. Prof. Marila Cordeiro-Stone noted that the committee has no member from the School of Medicine. Dean Gless replied that this is being remedied.

The Council referred the matter to the Committee on University Government with the request that the committee take the request under advisement and report its advice to the Faculty Council.

### **Report of the Tuition Policy Task Force**

Prof. Andrews initiated discussion of the second draft of the Board of Governors' Task Force on Tuition Policy. Comments on this draft are due from each campus by September 21. Chancellor Hooker has asked Prof. Andrews to coordinate our response. Prof. Andrews pointed out a number of issues that strike him as important. The first is the clear distinction drawn in the report between undergraduate tuition and tuition for graduate and professional students. The document offers opportunities for more differentiated tuition at the graduate and professional level without necessarily affecting undergraduate tuition. Second, this draft proposes policy that would more sharply distinguish between tuition and fees. It would restrict or eliminate many fees for general academic and administrative support while leaving intact the opportunity to use fees as a dedicated revenue source for defined purposes. A major exception to this principle would be the education technology fee.

Prof. Tony Molina (Dental School) said that he has heard comments from one of the admissions directors in the Dental School that while our in-state tuition is among the lowest in the country our out-of-state tuition is among the highest. This is now making it difficult for us to attract the brightest and best. He is concerned that further tuition increases would exacerbate the situation.

Prof. Andrews replied that the report does not commit anyone to increase tuition; rather, it establishes policy that would apply if that were to be contemplated.

Prof. Stanley Black (Economics) said that he reads the report as attempting to establish a systematic procedure for General Administration to consider the matter of tuition on a regular basis and to remove that issue, to a degree, from the legislative area.

Prof. Diane Kjervik (Nursing) noted that our ability to attract the best students is dependent, to some extent, on the availability of financial aid. She asked whether the report addresses that topic.

Prof. Andrews replied that the report includes recommendations for a Board of Governors study of need-based financial aid and reaffirms the principle of affordability, but nothing more specific on this subject.

### **Adjournment.**

There being no further business, the Council adjourned.

Joseph S. Ferrell  
Secretary of the Faculty





The University of North Carolina at Chapel Hill

## MINUTES OF THE FACULTY COUNCIL September 11, 1998, 3:00 P.M.

[This is a condensed version of the September 11 Minutes. The full version will be found on the Faculty Governance web site. The URL is <http://www.unc.edu/faculty/faccoun/>]

### Chancellor's Remarks

*Freshman class.* Chancellor Hooker reported that the average SAT score of the Class of 2002 is up considerably over last year and applications increased by 1,200. The percentage of applicants who accepted our offer of admission also increased for the second straight year, resulting in a temporary shortage of housing.

*Chancellor's Cabinet.* The Chancellor welcomed to the University the new vice chancellor for administration, James Ramsey. Many of the administrative assignments formerly held by the executive vice chancellor have been assigned to Dr. Ramsey. Others have been transferred to the provost or retained by the chancellor. The administrative officers who now constitute the Chancellor's Cabinet are: Dick Richardson, provost; Susan Ehringhaus, general counsel; Brenda Kirby, secretary of the University; Sue Kitchen, vice chancellor for student affairs; Matt Kupec, vice chancellor for university advancement; Marian Moore, vice chancellor for information technology; Tom Meyer, vice provost for graduate studies; and Jim Ramsey, vice chancellor for administration. The cabinet is meeting weekly and working on problems collectively.

*Campus master plan.* A study that will culminate in a master plan for the central campus is now being undertaken with the aid of a consulting firm, Ayers/Saint/Gross. The study will take about eighteen months.

*Enrollment.* The chancellor stated that Provost Richardson is chairing a Task Force on Enrollment Management that will address the issues involved in an expected cumulative increase of approximately 42,000 over the next decade in the number of people seeking access to higher education in North Carolina. The task force is considering options and assessing the impacts of growth to serve some share of this increase on this campus.

*Advising.* Under Dean Palm's leadership, the Carolina Advising Initiative is being put in place. We will be hiring ten full-time professional advisors and bringing in part-time advisors during peak periods. We are also recruiting a new senior associate dean for undergraduate education, among whose duties will be administration of the advising system.

*Carolina Computing Initiative.* The chancellor expressed satisfaction with the progress to date of the Carolina Computing Initiative. We are establishing a pilot program to provide computers and training for faculty to four departments in the College: Psychology, Economics, English, and Statistics.

*Faculty salaries.* We expect that the average faculty pay raise this year will be 3% once the budget is approved. That is good compared with inflation over the past 12 months, but it is inadequate in comparison to our benchmark institutions. Faculty compensation will remain the chancellor's highest priority in preparing for next year's budget.

### Hettleman Awards

Chancellor Hooker presented the 1998 Hettleman awards to Professor Carolyn Connor, Department of Classics; Professor Dinesh Manocha, Department of Computer Science; and Professor Richard Superfine, Department of Physics and Astronomy.

### Remarks by the President of the Student Body

Reyna Walters, President of the Student Body, expressed her warm support for the changes in the advising system that are being put in place. She plans to make improved faculty/student interaction one of the central themes of her administration. One of the first initiatives will be a picnic for students, faculty, and staff following the University Day ceremony.

### Remarks by Prof. George Wahl, Chair of the Faculty, North Carolina State University

Prof. Wahl reported that he and Prof. Andrews have agreed that both UNC-CH and NCSU have much to gain by establishing lines of communication and cooperation between the two Research I institutions of The University System. He and Prof. Andrews have had occasion to speak to members of the General Assembly about the importance of graduate education and they have met with President Broad to make a case for the special needs of Research I institutions. One area that may be ripe for mutual cooperation is the topic of faculty benefits. Another is the matter of interaction with boards of trustees.

### **Chair of the Faculty's Remarks**

[The full text of Prof. Andrews' reports for 1998 and 1997 can be found on the Faculty Governance web site.]

Prof. Andrews recalled that he said when standing for election as chair of the faculty that his top priority would be to increase the constructive influence of the faculty in addressing both internal issues and external challenges and to articulate what the faculty believe to be outstanding and special about this university community. He listed a number of accomplishments in 1997-98 and outlined several major issues that will come before the Faculty Council this year, including tuition policy, the central campus plan, enrollment growth, copyright issues, faculty research needs, and further implementation of the report of the Task Force on Intellectual Climate.

Beyond these specific issues, Prof. Andrews drew attention to three broader matters that he commends to the faculty's attention. First is the implications of information technology for our teaching. Not everyone will become involved in distance learning, but nearly everyone will need to prepare himself or herself to teach in a new environment of instant access to vast amounts of information and ways of sharing and manipulating it. We will need to teach our students how to use it appropriately and purposefully. That means that we must become familiar with the opportunities it affords in our own fields and to become discriminating critics of the ways in which it can overwhelm, distract, and mislead students. We will need to focus more than ever on the core elements of a university education that no computer can teach by itself, such as how to frame good questions for study, how to design good projects to answer them, how to critically evaluate information and opinions, how to draw logical inferences and construct strong arguments, how to distinguish meaning from mere information. Second, Prof. Andrews welcomes the possibility of cooperative initiatives with NC State. Finally, he invited ideas and suggestions as to how to shape the Council and faculty into a more effective and constructive force both within the University and beyond.

### **Report of the Task Force on Student Review in Teaching Evaluation**

Prof. Boone Turchi presented the report of the task force. Prof. Turchi reviewed the reasoning that led the Council in March 1998 to adopt Resolution 98-3 providing that the Carolina Course Review is "disqualified as an instrument of official personnel evaluation." Student evaluations of teaching have three important uses: (1) administrative evaluation of faculty performance, (2) production of a "consumer guide" for students to use in selecting courses, and (3) as a diagnostic tool to help instructors improve the quality of their courses. When the Educational Policy Committee addressed the issue in 1998, the CCR was actually being used only for the first of these purposes. The Committee found it unsuited for that purpose because the statistical measures being reported are invalid. After adoption of Resolution 98-3, it came to light that the board of trustees expects faculty personnel actions to be based on demonstrated evidence of effective teaching as well as other scholarly activities. Completely eliminating use of the Carolina Course Review with no replacement has caused difficulty because some departments have no other formal means of evaluating teaching in place at this time. The Advisory Committee appointed a task force to address the problem. The recommendation, embodied in Resolution 98-9, is in two parts. The first part authorizes continued use of the Carolina Course Review for the 1998-99 academic year by departments who wish to do so, but without the invalid statistical measures that precipitated the previous Council action. The second part calls for formation of a new task force to develop a teaching evaluation system for future use. The resolution was adopted without dissent. [The full text can be found on the web site.]

### **Faculty Information Technology Advisory Committee**

Dean Darryl Gless, chair of the Faculty Information Technology Advisory Committee, presented on behalf of the committee a request that the committee be permanently established as a standing committee of the General Faculty.

The Council referred the matter to the Committee on University Government with the request that the committee take the request under advisement and report its advice to the Faculty Council.

### **Report of the Tuition Policy Task Force**

Prof. Andrews initiated discussion of the second draft of the Board of Governors' Task Force on Tuition Policy. Comments on this draft are due from each campus by September 21. Chancellor Hooker has asked Prof. Andrews to coordinate our response. Among the features of this draft are a clear distinction between undergraduate tuition and tuition for graduate and professional students. The document offers opportunities for more differentiated tuition at the graduate and professional level without necessarily affecting undergraduate tuition. Also, the draft proposes policy that would more sharply distinguish between tuition and fees. It would restrict or eliminate many fees for general academic and administrative support while leaving intact the opportunity to use fees as a dedicated revenue source for defined purposes. A major exception to this principle would be the education technology fee.

Joseph S. Ferrell  
Secretary of the Faculty